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ABSTRACT

A tracking model was developed at Rancho Santiago College utilizing enrollment and student statistics to identify first-time students who entered the college in fall 1983 and to track them over the following years. Statistics on 6,151 new students entering in fall 1983 indicated: (1) only 45% of the students who entered in fall 1983 were enrolled the following semester, 28% were still active in fall 1984, and 23% were still enrolled at the end of their fourth semester; (2) 63% of the students who carried eight units or less failed to reenroll after their first semester; (3) at the end of 2 years, 39% of the foreign students remained active, while only 20% of the domestic students remained enrolled at the college; (4) Asian students demonstrated the highest persistence rates across the 2 years, with 41% remaining enrolled; (5) Black students had the highest rates of withdrawal, with only 13% remaining at the college after 2 years; (6) 48% of the students who were registered for 12 to 16 units were still enrolled after 2 years; and (7) 21% of the female students were enrolled at the college after 2 years compared to 26% of the males. (HB)

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SUMMARY OF TRACKING MODEL FOR RANCHO SANTIAGO COLLEGE STUDENTS WHO ENROLLED IN FALL 1983

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OBJECTIVE

The major purpose of developing this tracking model was to allow for a more accurate measurement of the students who begin their educational careers at Rancho Santiago College-Santa Ana. By following or "tracking" the students who enter our institution for several semesters, a more thorough description of student dispersion over the years can be made. It is also believed that the data contained in this summary might aide administrative personnel in delineating the course of student persistence rates. In this way, intervention strategies can be more accurately targeted.

DESIGN

The tracking model utilizes enrollment and student statistics to "flag" or identify those first-time students who entered the Fall of 1983. Those same student characteristics are reviewed each subsequent semester in order to derive an ongoing analysis of student flow within the college. Included in this group are all of those students who obtained a student perm number upon registering. Students who are enrolled in courses offered at off-campus sites are included in this model. Students who are enrolled in continuing education classes are not included.

SUMMARY OF FINDINGS

Of the total number of new entering students in the Fall of 1983 (N= 6151), only 45% (N= 2764) of those individuals were enrolled the following semester. One year later in the Fall of 1984, 28% or 1,708 of the original group remained active. Finally, at the end of the 4th semester, 23% (N=1,420) of the group are still enrolled. Upon closer examination, it is apparent that several factors account for this tendency to lose 55% of the students after the first semester in which they enroll.

Students who enroll in courses which are designed to help them in their current jobs or who take courses for personal interest, constitute the largest group of students who do not enroll in the second semester following admission. Similarly, the results indicate that 63% of the students who carry 8 units or less fail to enroll after their first semester. These findings suggest that; (1) a great majority of students enroll at RSC to take non-transferable or special-interest classes with no intention of continuing; or (2) they lose motivation and desire to persist after

their first semester for other reasons.

From the breakdown of the various categories in the Table, it can be seen that the persistence of Black students after the first semester is the lowest followed by Indian and Hispanic students. Asian students demonstrate the highest persistence rates across the two years which were sampled. It should be noted that there is a positive correlation between a student's age and persistence. For example, between the ages of 22-65, there is a strong tendency for the older student to drop out. There is only a small difference between the drop rates of men and women, however. More women enroll initially but by the end of two years, the number of males who are enrolled slightly exceeds that of the women.

The data also indicates that students who are of non-US citizenship are more persistent than citizens. This trend continues over the four semesters which have been charted. Indeed, at the end of two years, 39% of the foreign students remain active while 20% of the domestic students remain enrolled. Similarly, the highest persistence rates across "type of degree" the students possess upon entering RSC are those with foreign degrees. The lowest retention rates in this later category are among entering students who have their GED.

Summary

From the tracking model described above, the general conclusions regarding student "flow" or persistence can be summarized as follows:

1. Over 40% of the students who enter RSC in a given Fall semester would be expected to drop out by the following Spring term. Even the results from the students who began in Fall 1984 fit this prediction. While the overall enrollment of new students increased from 6,151 in the Fall of 1983 to 6,385 in 1984, only 43% of the later group remain active this Spring of 1985.
2. Asian students (as a group) appear to remain in the educational system at higher rates than all other groups at the end of two years.
3. At the end of two years, 22% of the Hispanic students and 20% of the Caucasian students remain enrolled.
4. The dramatic drop in enrollment from the first to second semesters is attributable to students who enroll in less than eight (8) units during the Fall.
5. The RSC students who are enrolled in 12-16 units each semester have the greatest persistence rates of the categories sampled.

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TRACKING MODEL FOR RSC STUDENTS
ENTERING FALL 1983

CATEGORY	FALL 83	SP 84 ACTIVE	%	FALL 84 ACTIVE	%	SP 85 ACTIVE	%
ACTIVE TOTALS: N=	6151	2764	45	1708	28	1420	23
ETHNICITY							
Indian	62	26	42	14	23	11	18
Black	240	94	39	48	20	32	13
Oriental	796	524	66	381	48	326	41
Pac Isl	62	25	40	17	27	19	31
Hispanic	933	416	45	243	26	207	22
Phillipin	43	20	47	12	28	10	23
Ot.n/wh?	94	48	51	25	27	23	24
Caucasian	3919	1611	41	968	25	782	20
Alaskan	2						
AGE							
17-19	12	67	55	24	24	27	22
20-2	1149	709	62	536	536	462	40
22-2	1268	607	48	376	376	311	25
26-30	1111	484	44	302	27	238	21
31-40	1296	517	40	283	22	228	18
41-50	659	221	34	107	16	82	12
51-65	477	114	24	64	13	58	12
OVER 65	70	32	46	16	23	14	20
FULL/PART TIME							
16+ Unit	60	101		81		139	
12-15.9	571	446	78	324	57	275	48
8-11.9	673	468	70	352	52	271	40
<8	4847	1749	36	951	20	735	15
DAY/NIGHT							
Day stdts	2971	1231	41	728	25	557	19
Night stdts	2254	908	40	476	21	414	18
Both	926	625	67	504	54	449	48
SEX							
Male	2937	1458	50	903	31	758	26
Female	3214	1306	41	805	25	662	21
EDUC.GOAL							
Voca.CTF	469	268	57	160	34	145	31
AA Transfer	1008	665	66	508	50	446	44
AA Vocational	388	243	63	185	48	149	38
AA Gen.Ed	217	116	53	82	38	71	33
Trans. No AA	452	266	59	177	39	153	34
Person Interest	1241	404	33	213	17	170	14
Employment	1911	620	32	263	14	200	10
Other	467	182	39	100	21	86	18
CITIZEN							
US Citizen	5018	2038	41	1211	24	981	20
Non-US	1133	726	64	497	44	439	39
DEGREE TYPE							
H.S. Diploma	4064	1834	45	1156	28	940	23
GED	218	75	34	46	21	41	19
Cert. Equiv.	43	17	40	8	19	8	19
Prof.Exam	55	21	38	12	22	9	16
Cert.Comp	65	35	54	21	32	15	23
Foreign	393	267	68	172	44	169	43

TRACKING MODEL FOR RSC STUDENTS
STUDENTS ENTERING FALL 84

CATEGORY	FALL 84	SP 85 ACTIVE	%	FALL 85 ACTIVE	%	SP 85 ACTIVE	%
ENROLLED=	6385	2720	43	0			
ETHNICITY							
Indian	78	29	37				
Black	221	81	37				
Oriental	698	430	62				
Pac Isl	57	22	39				
Hispanic	975	422	43				
Phillipin	62	26	42				
Ot.n/whit	91	39	43				
Caucasian	4202	1670	40				
Alaskan	1	1	100				
AGE							
17-19	657	429	64				
20-21	844	529	63				
22-25	1108	534	48				
26-30	1134	434	38				
31-40	1410	442	31				
41-50	739	208	28				
51-65	416	126	30				
OVER 65	70	18	26				
FULL/PART TIME							
16+ Unit	61	157					
12-15.9	506	477	94				
8-11.9	696	504	72				
<8	5122	1582	31				
DAY/NIGHT							
Day stdts	3245	1240	38				
Night stdts	2213	838	38				
Both	927	642	69				
SEX							
Male	3148	1399	44				
Female	3237	1321	41				
EDUC.GOAL							
Voca.CTF	464	240	52				
AA Transfer	974	648	67				
AA Vocational	352	217	62				
AA Gen.Ed	164	115	70				
Trans. No AA	434	257	59				
Person Interest	1468	444	30				
Employment	1977	558	28				
Other	552	241	44				
CITIZEN							
US Citizen	5370	2123	40				
Non-US	1015	597	59				
DEGREE TYPE							
H.S. Diploma	4259	1903	45				
GED	208	91	44				
Cert. Equiv.	41	19	46				
Prof.Exam	42	18	43				
Cert.Comp	49	19	39				
Foreign	364	211	58				

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